

### **Part 2, Standard 3. Diversity and Inclusiveness**



**1. Complete and attach the following tables:**

**Table 4, “Area Population”**

**Table 5, “Student Populations”**

**Table 6, Faculty Populations”**

**Table 7, Full-time Faculty Recruitment”**

**Table 8, “Part-time/Adjunct Faculty Recruitment”**

**Table 4. Area Population**

Service Area: geographic service area as far as student enrollment is concerned (states & countries) (Academic year: 2018-19)

The majority of the School’s students (60.3%) is from Oklahoma. The next largest group comes from Texas (24.03%), Kansas (2.7%), Missouri (2.1%) and Colorado (1.9%). The rest come from 18 states; 1.5% is international. As a result of the above statistics and Oklahoma State University’s focus on its land-grant status, Oklahoma is used as the unit’s geographic area.

Area	Population	Percentage
Oklahoma	185	60.3
Texas	112	24.03
Kansas	13	2.7
Missouri	10	2.1
Colorado	9	1.9
California	6	1.2
Georgia	5	1.0
Arkansas	4	0.8
Nebraska	3	0.6
Iowa	2	0.4
Florida	2	0.4
Tennessee	1	0.2
Rhode Island	1	0.2
New Jersey	1	0.2
New Mexico	1	0.2
Michigan	1	0.2
Arizona	1	0.2
Washington	1	0.2
Illinois	1	0.2
Virginia	1	0.2
New York	1	0.2
Minnesota	1	0.2
Utah	1	0.2

Source: <https://irim.okstate.edu/sites/default/files/DiversityLedger/diversityledger.pdf>

**Table 5. Undergraduate Student Populations**

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.

**Academic year: Fall 2018-Spring 2019**

	Average Total SMSC Students		455
	Average Total University Students		24,649
Group	Male	Female	% of total in unit % of total in institution
Black/African American	11	26	170.3
White	109	208	701.5
American Indian/Alaskan native	19	27	60.11
Asian	2	2	.90.02
Hispanic/Latino (any race)	18	26	9.60.20
Native Hawaiian/other Pacific Islander			
Two or more races			
Other race			
International students (any race)	5	2	1.50.03

**Table 5. Undergraduate Student Populations**

Students who did not identify themselves as white represented 28.9% of the SMSC student population.

Academic year: 2018-19

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	10	25	7.49	0.17
White	114	218	71.2	1.61
Native American	17	27	9.42	0.21
Asian	2	2	0.86	0.02
Hispanic/Latino	18	27	9.63	0.21
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)	5	2	1.49	0.03

**Table 6. Faculty populations, Full-time and Part-time**

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2018-19 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American			1	5%
White	5	25%	11	55%
Native American	1	5%	1	5%
Asian	1	5%		
Hispanic/Latino				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

Academic year: 2018-19 Part-time/adjunct Faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	3	27%	8	73%
Native American				
Asian				
Hispanic/Latino				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

**Table 7. Full-time Faculty Recruitment**

Provide the following information for any searches for full-time faculty members the unit conducted within the past three years.

Academic Years	2016-17	2017-18	2018-19
Openings	1	2	1
Total applicants in hiring pool	10	46	Waived Recruitment <sup>1</sup>
Women in hiring pool	3	18	1
Female finalists considered	2	4	1
Offers made to women	1	1	1
Offers women accepted	1	1	1
Minorities in hiring pool	0	3	0
Minorities finalists considered	0	0	0
Offers made to minorities	0	0	0
Offers minorities accepted	0	0	0
International faculty in hiring pool	0	19	0
International faculty considered	0	2	0

<sup>1</sup> “Waived recruitment” indicates a process with OSU Human Resources to hire without posting an advertisement. This process is an exception to the normal process for hiring and requires approval from the University. Typically, the waiver is needed to address an unanticipated vacancy.

Offers made to international faculty	0	1	0
Offers international faculty accepted	0	1	0

**Table 8. Part-time/adjunct Faculty Recruitment**

Provide the following information for any searches for part-time or adjunct faculty members the unit conducted within the past three years.

<b>Academic Years</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Openings	3	3	5
Total applicants in hiring pool	Waived Recruitment	Waived Recruitment	Waived Recruitment
Women in hiring pool	2	2	0
Female finalists considered	2	2	0
Offers made to women	2	2	0
Offers women accepted	2	2	0
Minorities in hiring pool	0	0	0
Minorities finalists considered	0	0	0
Offers made to minorities	0	0	0
Offers minorities accepted	0	0	0
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers international faculty accepted	0	0	0

**2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning.**

A copy of the School of Media & Strategic Communications' Diversity Plan is provided in Appendix 3-1.

**3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.**

The Personnel Committee, which supervises all faculty searches, regularly reviews the applicant pools for each search and evaluates the extent to which the School is attracting applications from qualified minorities and underrepresented populations.

The School's diversity issues also are handled within the Personnel Committee, which is made up of tenured faculty. Its job is to regularly review the School's progress on diversity as well as to discuss and come up with effective solutions to any problems or needs with regards to diversity. The committee reports its findings at least once a year to the Director.

The School's diversity plan calls for several action plans that can be regularly assessed. Action Plans 1 and 2 set goals for recruitment of faculty and students as well as mentorship and will be assessed by standard quantitative measures. Action Plan 3, which deals with diversity issues across the curriculum, will be assessed by yearly reviews of the curriculum as well as any special event, speakers or project that covers multicultural topics.

**4. Describe the unit's curricular efforts to foster understanding of issues and perspectives relating to mass communications across diverse cultures in a global society.**

The School's faculty in its assessment procedures identifies the courses in which each of the original "core values and competencies" are addressed at each level of knowledge, a process that produces a picture of how we deal with diversity issues across the curriculum.

The following is a representative listing of how diversity is handled across the curriculum. It is not intended to be comprehensive but is reflective of the instructional methods and breadth of exposure for students.

**Diversity in Core Courses**

**Media in a Diverse Society (MC 1143):** In 2010, the course was revised from Media and Society to make it a diversity course titled Media in a Diverse Society. It received a Diversity designation from the College of Arts & Sciences, qualifying it to count as the diversity requirement each student in the College must complete. At least half of the course covers topics on diversity in the media. These topics include the portrayal of women in advertising, treatment of religion and cultures in film, attempts to ban books exploring gay and lesbian lifestyles, the effect of African-American newspapers and magazines on the Civil Rights movement and other issues related to diversity in the different mass media.

**Introduction to Media Effects: (MC 3113):** This course introduces students to the study of media effects and offers critical analysis methods to better understand the process and effects of the mediated message. A variety of media theories are examined to understand how media can

affect attitudes, beliefs and behaviors on an individual and societal level. Each theory discussion examines a variety of content, including media violence, portrayals of race, gender, ethnicity, culture and sexual orientation, entertainment, politics, strategic communication and sport.

**Media Style and Structure (MC 2003):** The introductory writing class spends a week studying sexism, racism and other stereotypes in language. This includes how to avoid subtle forms of racism and sexism that appear in stories and news coverage, and rules on when to use race in stories. The class introduces the concept of “People-First Language,” which deals with people with disabilities.

**Mass Communication Law (MC 4163):** Legal principles related to equal protection under the law are an inherent part of our Mass Communications Law class. The focus is on the First Amendment and issues associated with freedom of expression and freedom of the press. Many of the cases and factual scenarios deal with the applicable legal principles in the context of women, gender and sexual preference, as well as racial, ethnic and religious differences.

**Mass Communication Ethics (MC 4143):** Diversity is also a major element in the content of our required ethics course. The focus of this course is on ethics in advertising, public relations and journalism, and students use real-world examples that involve questionable ethical behavior in each of those contexts and practice ethical decision-making using ethical philosophies and frameworks that they learn throughout the semester. The case studies and real-world discussions typically deal with situations involving portrayals and/or reporting of and about women, racial and ethnic minorities. Students regularly receive supplemental readings that deal with “hot topics” in media ethics and responsibility. These hot topics frequently involve questionable media ethics in the context of media depictions of women and/or racial or ethnic minorities.

**Fundamentals of Journalism (MMJ 4540):** This core course for all Multimedia Journalism majors addresses the need to stress diversity among sources as a reflection of society. Emphasis is put on avoiding stereotypes as a reporter to ensure balance, thorough and accurate coverage.

## **Diversity in Strategic Communication**

**Introduction to Strategic Communications (SC 2183):** The introduction course for all Strategic Communication majors, as well as a popular elective for all communication majors, relies heavily on understanding a multitude of issues involving diversity. The class each semester spends more than two weeks on diversity, with topics including Reaching a Diverse and Multicultural Audience as well as International Strategic Communications. Students are taught to look beyond stereotypes and develop an understanding of diverse audiences as well as begin the process of developing strategies to foster long-term relationships with minority groups.

**Strategic Communication Management and Strategies (SC 3383):** Management and



Strategies continues the precedent set up in the Introduction to Strategic Communications class about understanding diverse audiences and working on specific management and strategies that will aid students in working in a diverse world. Specific attention is paid to understanding diverse (i.e. gender, race, ethnicity, sexual orientation, etc.) workplace environments, internal and external. This is accomplished through guest lectures, analysis of current issues and calling on the experience of the diverse members in class to participate in class discussions.

**Advertising Media and Markets (SC 4013):** The study of diversity is expected from students taking Advertising Media and Markets. Students learn diverse global approaches to media and marketing strategies and apply them to their campaign projects. The key topics are:

- Global media systems;
- Media strategies in the U.S. and Asian countries;
- Global marketing strategies;
- Research on diverse audience segments;
- Social media in different countries.

**Advanced PR Writing (SC 4493):** This advanced course also closely investigates diversity issues. At least one discussion in each class examines how communications professionals must consider, understand and broaden their perspectives regarding gender, racial, ethnic, cultural, sexual and disability diversity when writing for the media.

**Strategic Communications Campaigns (SC 4843):** The capstone Strategic Communication course gives students a learning practicum with nonprofit and business organizations. Client audiences are most often diverse and require several communication platforms. Recent clients have included a new nonprofit mental health service for the community, opening in Spring of 2020, which will help educate students and the community about detection of mental health issues as well as provide 24-hour mental health services. The Children's Hospital Foundation, a nonprofit that aims to improve the health of children through its support of research, education and clinical care at the Oklahoma Health Center, was another client.

**Crisis Communication (SC 4520):** This advanced theory course examines real-time crisis communication cases and teaches students to develop messaging across multiple platforms to reach mass audiences. Factors discussed in each case include messaging based on socio-economic, cultural, sexual and racial diversity.

### **Diversity in Multimedia Journalism**

**Multimedia Reporting (MMJ 3263):** The class is routinely reminded that interviewing a variety of diverse people, especially those of different backgrounds from the reporter, is one key to truly understanding an issue. Homogenous sourcing leads to unbalanced reporting. Students are challenged to write about topics outside of their comfort zones and especially to focus their efforts on groups that might be disenfranchised in large or small ways or that have barriers to traditional methods communications (minorities, non-English speakers, socioeconomically challenged groups, etc.).

**Electronic Reporting (MC 3553):** This class spends time looking at how television networks have traditionally covered race by examining produced content packages that have been aired on these networks.

**Multimedia Editing (MMJ 3313):** This course emphasizes the importance of not making assumptions regarding race, gender, sexual orientation and other sensitive issues and to make sure a story is told in such a way the website's/paper's readership isn't offended or left out.

**Fundamentals of Audio & Video (MMJ 3153):** Students are exposed to lectures on a weekly basis that deal with current events focused on how the media reports and synthesizes news related to several key diversity issues included but not limited to socioeconomic status, race, gender and sexual orientation. Students are also asked to analyze various perspectives of users regarding diversity from multiple social media platforms.

**Advanced Multimedia Reporting (MMJ 3553):** Students are exposed to lectures on a weekly basis that deal with current events focused on how the media report and synthesize news related to several key diversity issues that include socioeconomic status, race, gender and sexual orientation. Students are also asked to analyze various perspectives of users regarding diversity from social media platforms.

## **Diversity in Sports Media**

**Sports and the Media (SPM 2843):** The study of diversity as it applies to sports and the sports media in America is a key part of the course. The focus is on racial, gender and sexual orientation issues in sports, including such topics as:

- The Black Athlete on College Campuses in America; includes sociologist Harry Edwards' writings.
- The History of Racism in Sports; starts with the establishment of the color line in Major League Baseball in the 1880s, stereotypes of Irish Americans in the 19th century, the rise of blacks in professional boxing (with an emphasis on Jack Johnson, the first black heavyweight champion), Jackie Robinson and the integration of Major League Baseball and other sports and racism that exists in sports.
- Racial stereotypes as reflected in media coverage.
- The use of Native American nicknames and mascots in sports.
- Title IX and its effect on women's participation in sports.
- Women in the sports media, including obstacles they had to overcome to enter the profession and issues they face.
- Sexual orientation among athletes and its media coverage.

**Sports Writing (SPM 4853):** Diversity is a consistent theme in sports writing, particularly in terms of avoiding stereotypes, such as blacks are athletic, whites are more cerebral, women aren't athletes, etc. and also to make sure all sides of issues are covered and a segment of

society isn't left out.

### **Diversity in Mass Communication classes**

**History of Mass Communication (MC 3173):** The course examines the historical impact of mass communication through a variety of perspectives, including (a) economic, (b) gender and (c) race. These themes are inherent throughout the topics covered in the course. Issues such as black newspapers in America or the role of women in early American radio and television will be given special attention during the course. Students will be tested on assigned readings and other media through quizzes and essay questions in each course module.

**Citizen Branding (MC 5283):** This master's class includes lectures focusing on comparing how international citizens use social media platforms to promote issues and self-images across a media-centered public sphere.

### **Faculty members' involvement in diversity**

Our commitment to diversity begins with the leadership team. Craig Freeman, our director, is African American. BobbiKay Lewis, a disabled woman, served as the Associate Director of Undergraduate Studies. When she was promoted to an Assistant Dean position, Gina Noble replaced her. Our Coordinator for Graduate Studies was Jami Fullerton, who was followed by Lori McKinnon, a member of the Cherokee Nation. Our Director of Student Media, Barbara Allen, was followed by Max Andrews, a member of the Cherokee Nation. Two of our three sequence area heads were members of the LGBTQ community (one is currently on sabbatical, the other on medical leave). Our diverse leadership develops an environment where diverse students are welcomed and encouraged.

Many of the members of the faculty of the School of Media & Strategic Communications actively work and do research in diversity topics. This body of research invariably finds its way into class discussions and research presentations.

**Dr. Skye Cooley**, assistant professor, serves as one of the faculty advisers for OSU's PRSSA chapter and OSU's PRSSA Bateman team. The Bateman campaign of 2019 was focused on extending an awareness of the importance of diversity in leadership as criteria for the competition. As a result of the campaign, OSU's PRSSA chapter revised its organizational leadership to include a diversity chair, a Public Relations Day conference was held inviting professionals in the field to speak on diversity to students, and diversity topics pulled from PRSA's Diverse Voice book were presented in Strategic Communication courses at OSU.

**Professor Max Andrews** is a member of the Cherokee National Roll.

**Professor Craig Freeman** is a member of the National Association of Black Journalists. He serves as a faculty mentor for several diverse junior faculty members on campus. He is a member of OSU's Institutional Diversity Community Advisory Board and Black Faculty and Staff Association.

**Dr. Jami Fullerton** maintains diversity as a focus of part of her research agenda. Most of her work in collaboration with Dr. Alice Kendrick from Southern Methodist University looks closely at the U.S. reputation and relationship with those outside our borders. She has been a frequent presenter and guest of many international conferences.

**Dr. Edward (Ted) Kian** has become a leading authority on LGBT issues in the sports community with a number of articles, book chapters and grants. In addition to this work, he also has published a wide array of articles on gender and race/ethnicity. He is regularly asked to participate in national and international conferences promoting this work.

**Dr. Lori McKinnon** is a member of Cherokee National Roll and OSU Native American Faculty and Staff Association.

**Dr. Danny Shipka's** research focus is international popular culture and he has written two books that focus on cultural themes in the entertainment field. He is a Safe Zone Ally on campus, an organization that seeks to provide council for gay, lesbian, bisexual and transgendered students.

**5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

A copy of the Oklahoma State University policy on gender discrimination/sexual harassment policy and Title IX Grievance Procedure is provided in **Appendix 3-2**. The policy clearly states the University policy of being “committed to providing an environment of study and work free from gender discrimination and sexual harassment as prohibited by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding gender discrimination and sexual harassment, including sexual assault.” A copy of the university brochure on sexual harassment, provided to all new employees through the Affirmative Action office, also is included in **Appendix 3-3**.

Isabel Medina Keiser, Justin Lacy and Jim McKee oversee compliance with the requirements of the Americans with Disabilities Act, along with general accommodation for people with disabilities. Their offices are dedicated to fulfilling university policy and implementing programs to assist students, faculty and staff with disabilities. Faculty and staff may request reasonable accommodation for their supervisor, chair, dean or the Office of Equal Opportunity.

The School of Media & Strategic Communications continues to take the responsibility for providing equal access seriously. Bobbi Kay Lewis, an associate professor in our Strategic Communication sequence, regularly facilitates information sessions concerning ADA compliance and she brings personal expertise to the topic for other classes occasionally. She uses a wheelchair. Dr. Lewis also works with the National Coalition for Assistive and Rehab Technology. She attends the annual NCART Conference in Washington, D.C. She advocates

for the rights of people with disabilities at the Oklahoma State Capitol and the United States Capitol.

Three faculty member and three staff members became Safe Zone Allies after completing a training course on understanding LGBT issues and how to discuss these issues with individuals who need counseling. A notice on an office door indicates whether it is a Safe Zone to discuss LGBT issues.

**6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institution of higher education in the region or population it serves, with special attention to recruiting underrepresented groups.**

Members of the faculty regularly work to recruit outstanding high school students with special efforts to recruit and retain students of diverse backgrounds. The school makes use of special programs, such as the Oklahoma Collegiate Press Association college program and Journalism Day, to seek out students from diverse backgrounds and encourage them to pursue a mass communications degree from OSU.

The School of Media & Strategic Communications strives to seek out and recruit qualified minority students through its recruitment efforts. Because of changes in Oklahoma law a few years ago, the university cannot legally offer scholarships under the designation of *minority*. However, students of diverse backgrounds may apply for and receive financial aid. The OSU Foundation, as a privately run company, is the supplier of many scholarships that are targeted to minorities. This program has allowed the school to actively recruit and provide a substantial financial incentive to select students and has been a successful recruitment tool. The School offers a number of minority scholarships, including two KWTW-Channel 9 in Oklahoma City sponsors. The scholarship coordinators in our advising office work to inform eligible minority students of scholarships earmarked specifically for minority students.

Emphasis is placed on the development of personal relationships with high school journalism advisers and students and an effort to increase the number of visitations to campus. Dr. Joey Senat, the previous coordinator of High School Journalism Day, makes a particular effort to reach out to schools from predominantly minority areas, such as those from Native American Tribes and inner city schools in Tulsa.

Programs such as OSU Scholar's Day bring outstanding high school seniors to campus for a general orientation, campus and individual program tours for students who declare a specific interest. The students are brought to the Paul Miller Building, given a complete tour of the building and a welcome from the advising staff and the Director. A similar program, OSU Experience, is a day designed for high school juniors just starting their college search. Students and their families are invited to tour OSU and visit with academic departments, as well as attend sessions on campus life, admission options, scholarships, financing a college education and more, all with a festive game-day atmosphere and outstanding OSU school spirit. In both of these events, our advising staff and a Student Ambassadors, outstanding

undergraduate students who join the team to help us give tours, answer questions and generate interest in our program, lead the process with an eye to identifying members of minority and underrepresented groups for special attention and meetings with faculty.

It is important for new students to be involved from their first day. The Media House is a living unit designed to bring incoming freshmen who intend to declare a major in the School together early in their academic careers and pair them with more advanced students. Like many residence colleges across the nation, Media House is showing promise as a retention tool. The residence hall floor is home to about 40 students; 25 are freshmen taking two to three courses together during the fall semester. These students also take a class together in the spring and many of the students plan to live on the floor again in the next year. The Media House is home to students from a variety of backgrounds, giving new them a diverse living environment.

The School also sponsors its annual Sports Media Summer Camp, which for 13 years has attracted high school students from throughout the country for three days of intensive training and work to learn what it might be like to work in the industry. The program has become an important recruiting tool for the Sports Media program.

For the past two summers, SMSC worked with the *¡Unidos Se Puede!* program to introduce opportunities in mass communications to the Latino community of Tulsa. The *Unidos* program brings about 50 middle school students from the city of Tulsa to campus to learn more about higher education. SMSC faculty and staff provide workshops during a two-day period to introduce students to video storytelling and production.

**7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.**

The School of Media & Strategic Communications has a higher grade-point average than required for declaration of major in most academic program in the College of Arts & Sciences, as well as the requirement for passage of the Language Proficiency Exam (LPE). Passing the proficiency review is required for upper-division major requirements. This includes a 2.75 graduation retention GPA, at least 24 OSU hours earned, a 2.75 OSU GPA and a passing score on the LPE (75% or better). MC 2003 prepares students to pass the LPE and provides students with two chances to take it. It is the belief of the faculty the two chances of taking LPE enable all qualified students to enter the program and prevent unqualified students from merely taking the exam until passing. We monitor the pool of applicants closely. Faculty expressed concerns about the LPE's effect on minority enrollment. We have not found a significant difference in rates of success for diverse students. The GPA requirement may have more of an effect on diversity. We work closely with University counselors to identify and support students at risk of missing the GPA cut-off.

**8. Access the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit the retention of minority students. Note the role of advising in this process.**

Our advising office plays critical and central role in retention for members of underrepresented groups and for the student population as a whole. Although retention of minority students has not been a major problem in the School, academic counselors pay close attention to students who are experiencing trouble and seek to intervene as appropriate. It is our belief the advising office is our first line of defense for students experiencing problems, whether they are academic, personal or emotional. Faculty may see the students more often, but not in an environment that can quickly reveal a developing problem. A good adviser is trained to see the signs and to act in an appropriate way. We are proud of our record in this area. The Director meets regularly with the advising staff to discuss pending problems and opportunities, always addressing special problems with students.

Minority retention and representation continues to grow at the school. From 23.86% minority students reported in fall of 2015 to 28.9% in spring 2019, the School has experienced positive growth in percentage of minority students almost every semester. The current rate of 28.9 percent minority students is in line with the average minority student population (29.5%) in Oklahoma State University. The overall School's retention rate has averaged about 65 percent based on the University's calculation. These percentages do not reflect students who chose other majors and continued at Oklahoma State University. The School's retention and four-year graduation rates are held up as best practices in the College of Arts & Sciences.

Again, our advising office takes special care, along with the general faculty, to monitor the performance of minority students and to provide assistance when necessary.

The School strongly encourages membership and participation in organizations that cater specifically to minority media and strategic communications students. Each year, we encourage minority students to attend the African American Student Association national conference and frequently underwrite at least part of the expense to attend the Oklahoma Press Association established. The Office of Multicultural Affairs supports the Multicultural Student Center (MSC) in the Student Union. This organization has as one of its goals to "foster personal growth of minority students by promoting extracurricular and leadership involvement." This innovative program sponsors a number of initiatives to improve retention and foster success among members of minority populations. The RISE (Retention Initiative for Student Excellence) Program pairs volunteer mentors with incoming students and is specifically designed for first-year minority students. The MSC endorses student organizations, African American, Asian American, Hispanic, Native American, and Vietnamese American Student Associations, and works closely with 29 others whose purpose is to advance the interests and success of minority students. SMSC also relies on support from the Black Alumni Association, the Black Faculty and Staff Association, and Hispanic/Latino Faculty and Staff Association, the Native American Faculty and Staff Association and the Asian American Faculty and Staff Association and sponsors major events during the year to publicize important people and occasions.

**9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7 "Full-time Faculty Recruitment").**

In November 2012, voters of the state passed State Question 759, a measure that eliminated affirmative action programs in the state. The measure deals with three areas of government action: employment, education and contracting.

In these areas, the measure does not allow affirmative action programs. Affirmative action programs give preferred treatment based on race, color or gender. They also give preferred treatment based on ethnicity or national origin. Discrimination on these bases is also not permitted.

The measure permits affirmative action in three instances: (1) When gender is a *bona fide* qualification, it is allowed; (2) Existing court orders and consent decrees that require preferred treatment will continue and can be followed; and (3) Affirmative action is allowed when needed to keep or obtain federal money. Although these changes may affect how we obtain a diverse population, they in no way inhibit the School's commitment to diversity.

Even though state law forbids outright targeting for positions, the School is increasing the numbers of women and ethnic minorities who apply for vacant positions, particularly to ensure requisite variety in its curriculum. Members of the faculty recognize personal contacts are extremely important when vacancies occur, and the unit tries to attract women and ethnic minorities by identifying potential candidates and urging them to apply. Faculty members realize the School must be proactive in its efforts to seek out women and minorities rather than await responses from advertisements. Faculty are urged to "prospect" at all professional and academic meetings and to go out of their way to meet and develop professional relationships with women and minorities. When vacancies occur, these relationships are used to recruit these individuals. If they are not interested in applying for the position, they may assist us in reaching others who may be interested.

Ads are frequently placed in newsletters of professional organizations in metropolitan areas in the state with the hope of attracting applications from women and minorities with academic credentials required for the position. Faculty members who are also members of these organizations actively recruit at meetings.

For each open position, the school tries to identify specific members of minority groups who are qualified and put them on a list for special attention. The faculty or the Director contact, either by mail or phone, these individuals and urges them to make an application.

#### **10. Describe the unit's efforts to provide an environment that supports the retention, progress, and success of women and minority faculty and professional staff.**

The School of Media & Strategic Communications strives to provide an environment of success for all of its faculty. Several programs are available to all faculty in the school as part of the unit's desire to assist all faculty members in their pursuit of reappointment, tenure and promotion.

Oklahoma State University conducts formal orientation sessions for all new faculty to assist them in understanding what is necessary for a successful academic career. This involves providing information about fringe benefits, employee/family assistance programs and university regulations relating to travel, reappointment and grant opportunities.



The Director and members of the SMSC Personnel Committee also have a program to assist new faculty in understanding the school and college reappointment, tenure and promotion policy and how to work toward reappointment. The goal is to provide faculty with information and make them familiar with the reappointment process several years before reappointment. This allows faculty members to better understand what they need to do to be successful.

The School also sponsors a formal mentoring program in which new faculty are paired with senior faculty members to assist with questions, training and to provide a personal source for any other help required. From the beginning, mentors are expected to counsel their new charges with specific information on reappointment requirements. Should a problem be detected early in the career of a new faculty member, a discussion is held with the assigned mentors and plans are put in place to help. In some cases, this had resulted in classroom observations of teaching style, assistance with research projects or just general encouragement. These efforts are expected to be helpful in the retention of minority, and all new faculty, in the School.

In the fall semester, the Director meets with all new faculty and those coming up for some employment action to talk about the process and requirements. Familiarizing faculty with the schedule, forms and policies relating to reappointment, promotion and tenure is the purpose of the meeting. These meetings are held after the faculty members are provided with new copies of the School, College and University documents relating to reappointment and tenure. The significance of each document is explained, and the director encourages discussion and questions to ensure that people understand the reappointment schedule and for new faculty, the importance of building merit in teaching, research and extension/service.

**11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.**

Although this area has been a challenge for the School, it has made some positive inroads in hiring minority and female professionals in the past few years. We have a majority of female part-time/adjunct instructors. There is a need for more minority representation, though. During the past few years, we have often found ourselves in need of adjunct faculty quickly either because a regular or adjunct faculty member left quickly or because approval for the position was delayed because of a limited time frame for a search. In cases such as this, the School relies heavily on professional contacts from the faculty to bring in minority candidates and actively look on the Stillwater campus for adjuncts who have a master's degree in the mass communication discipline and who have an appropriate professional background. It is unrealistic to expect someone to relocate to Stillwater for a temporary appointment. SMSC has been fortunate to have found several female candidates who are highly qualified and make an exceptional contribution to the School, particularly in teaching writing and reporting courses.

If time allows, searches for adjunct or part-time personnel are typically advertised in either the *Tulsa World* or *The Oklahoman* or both. The populations in these communities are more diverse

than the state overall and we feel the openings receive adequate publicity.

**12. Provide examples of professionals, visiting professors and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)**

The School hosts a nationally known speaker each year in the Paul Miller Lecture Series, held in conjunction with the Oklahoma Collegiate Press Association meeting on the Stillwater campus. Many prominent professionals visited to give special lectures on diversity issues in the media.

Faculty members regularly invite professionals from diverse backgrounds to speak to their students in classes or at student organization meetings. The following is not an exhaustive list but gives an idea of the breadth of these speakers:

**2018-19**

Dr. Ray Owens, Pastor, Metropolitan Baptist Church of Tulsa, African American man.

Geoffrey Standing Bear, Chief, Osage Nation, Native American man.

Shagah Zakerion, Senior Diversity and Inclusion Officer, Williams, Persian American woman.

Monroe Nichols, State Representative, State of Oklahoma, African American man.

Cheryl Lawson, Principal, Social Media Tulsa, African American female.

Amber Garrett, white female freelance photographer and photojournalist, spoke to a photography class.

Colleen Kennedy, white female Press Secretary at U.S. House of Representatives. Washington, D.C. Experienced Legislative Aide with a demonstrated history of working in legislative offices.

Madison Bryan Dragoo, white female, Digital Strategy + Content Strategy + Issue-Based Marketing. Saxum PR, Oklahoma City. Public relations expertise linking consumers to brands.

Neil Foote, African American male owner of Foote Communications. Foote Communications is a full-service integrated marketing & communications-consulting firm, specializing in public relations, social media strategies, public affairs, multicultural marketing, content management, and ghost writing for speeches, marketing materials, websites and Op-Eds. Niel co-wrote the book *Diverse Voices*, highlighting diverse achievements in public relations. Dallas, Texas.

**2017-18**

Jessica Dyer, white female Senior Specialist, St. Jude Children's Research Hospital; expertise: nonprofit communications.

Tristi Charpentier, white female VP Strategic Initiatives at Huey and Angelina Wilson Foundation; expertise: nonprofit communications.

Jayme Ferrell, white female Sr. Director of Development, Oklahoma State University Foundation; expertise: nonprofit communications.

Payton Reed, white female Copywriter at Jackson Marketing, Motorsports & Events. Social Media Influencer. Greenville, South Carolina. Experienced marketing and advertising copywriter, social media influencer.

Megan Horton, white female Oklahoma State University Communications/ Monitoring Social Media for major university.

Pat Bryson, white female, Bryson Broadcasting International/Broadcasting consultant.

Jill Hunt, white female *Stillwater News Press* Advertising Manager.

Jordan Leatherman, senior account executive, Multicultural Development, NASCAR, Native American, woman, discussed planning diverse messages to diverse audiences.

## **2016-17**

Dr. Jason Kirksey, African American man, OSU VP for Diversity, spoke to a Media in Diverse Society class.